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ABSTRACT

Included in this report on the 1977 Title IV Part A Technical Assistance conference held in Albuquerque are: (1) a descriptive narrative of conference events; (2) a summary of the 120 evaluation responses; and (3) the resolutions adopted by conference participants as a specific vehicle to make their concerns known to the Office of Indian Education (OIE), other Indian groups, the Congress, etc. Centering on the theme "Education as Power", the conference agenda is described as including: speeches and workshops addressing the following three sub-themes: "Parent and Student Power"; "Knowledge as Power" (included workshop sessions aimed at program development, organizational development, and cultural bases for Title IV Part A programs); and "Institutional Power". Conference participants (N=322) are identified as: parent committees, school administrators, students, and Title IV coordinators coming from Arizona, New Mexico, Oklahoma, and Texas. The resolutions presented here reflect concern that the National Indian Education Association establish a division located in Washington, D. C. to monitor legislative and administrative activity and to develop a communications system for all Parent Committees to provide such information on a timely basis, and that all conference participants call upon the President and the Congress to support and pass legislation extending the Indian Education Act and to provide full funding to meet the special needs of Indian children. (JC)

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AMERICANS FOR INDIAN OPPORTUNITY

EDUCATION AS POWER

REPORT

TITLE IV, PART A

TECHNICAL ASSISTANCE CONFERENCE

OCTOBER 4-6, 1977

THE SHALAKO INN

ALBUQUERQUE, NEW MEXICO

Parent Committees		Arizona
Students	from	New Mexico
Title IV Coordinators		Oklahoma
School Administrators		Texas

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Americans for Indian Opportunity
600 Second Street Northwest
Suite 403
Albuquerque, New Mexico 87102
505-842-0962
LaDonna Harris, President
Maggie Gover, Assistant to the President
Marianna Ray, Conference Coordinator

RC010169

Introduction

Americans for Indian Opportunity contracted with the Office of Indian Education in Washington, D.C. to coordinate a Title IV, Part A Technical Assistance Conference which we entitled Education as Power, in Albuquerque, N.M. October 4-6, 1977 at the Shalako Inn. Parent committee members, students, Title IV Coordinators and School Administrators from Arizona, New Mexico, Oklahoma and Texas were invited. More than 400 people attended this Conference, The following is an explanation of the program and evaluation of the Conference proceedings.

Agenda

Our basic plan was to divide the Conference program into 3 separate sections using the theme of "Education as Power." The first day was concerned with Parent and Student Power. We began the conference with a welcome and challenge by Maggie Gover, assistant to LaDonna Harris, President of Americans for Indian Opportunity.

> " Cochise said, 'I will learn the ways of the White Man, and then I will be able to beat him at his own game.' Cochise was refering to educating himself and his people, in this statement made during a time of trauma and change for the Apache and other Indian tribes.

> This statement could be construed as a negative one. However, when you consider it thoroughly, it is a positive one. A statement of determination to become knowledgeable about another way of life in order to cope with that new way and be able to maintain the old. Cochise wanted power for his people, so they would not be overwhelmed by the odds against them. He knew that knowledge was power, and so he perceived his interaction with a new way of life in that form."

This was followed by a presentation on parent power by Billie Ross, Chairperson of the parent committee in Claremore, Oklahoma and a presentation of student rights and responsibilities by Regis Pecos, an AIO staff member.

After lunch and in keeping with the theme, there were presentations by people involved with 4 current Title IV programs, stressing parent and student involvement in making programs work. The program presentations were from Lawton, Oklahoma, Tulsa, Oklahoma, Tempe, Arizona and Espanola, New Mexico.

We then broke into smaller discussion groups. These sessions were divided into school administrators, Title IV coordinators and staff, Students and Parent Committee members. The students and parent committee groups were broken down into even smaller groups of 20-25 for purposes of discussion and exchange of ideas. There was a group facilitator for each group. This was a very positive part of the conference. It gave the participants a

chance to really talk about what was on their minds concerning Title IV. Unfortunately there was not enough room to allow the Title IV program coordinators to break into small groups although they were able to exchange information about their programs.

After these small group discussions there was a social hour arranged so that the conference members could continue their discussions in an informal, relaxed atmosphere. During this time the AIO conference planning staff met with the group facilitators and the OIE staff to discuss the days proceedings, especially what had gone on in the small groups. Each facilitator reported from his or her group. This gave the OIE staff a clearer picture of some of the basic concerns being expressed by the conference participants.

In the evening the Media Center was open (staffed by the University of New Mexico Native American Studies Media Project) and the following films were shown: Way of Our Fathers, When the Buffalo are Gone, and Paths to Progress (This film is distributed by the United Indian Development Association)

On the second day, the technical assistance aspects of the conference were emphasized with "Knowledge as Power" as the theme for the day. After a welcome by Robert Esparza, Deputy Superintendent of the New Mexico State Department of Education, Bill Floyd, Executive Assistant to Gerald Gipp, Office of Indian

Education spoke and answered questions about Title IV rules and regulations and funding. He was followed by Fayetta deMontigny, Education Program Specialist, OIE who reviewed the calendar of Title IV deadlines and Ed Presson, Education Program Specialist, OIE who discussed the step-by-step application procedure.

After this there were 3 workshops offered:

1. Program Development (3 sections) This workshop covered 4 areas: needs assessment, proposal writing, grantsmanship and evaluation. The 3 workshop leaders for program development were:

   Sef Tenorio, Indian Education Training, Inc.
   Laura Tillman, IET
   Bernard Kayate, New Mexico Indian Education Board of Regents

2. Organizational Development The emphasis in this workshop, lead by Richard Lucero of IET, was on the roles and responsibilities of the LEA and the parent committee as mandated by law. There were discussions of the role a parent committee plays within the educational system.

3. Cultural Bases for Part A Programs : This consisted of a panel of Paul Moya, New Mexico State Department of Education; Joe Sando, Cultural Awareness Center, Univ. of New Mexico and Ken Piffer of the Native American Materials Development Center. After a discussion, a videotape entitled Cultural Projection: Bilingual

Education Projects, was shown.

These workshops were given twice - once in the morning and again in the afternoon so people could have an opportunity to attend more than one.

After the workshops about 80 people went on a tour of the Indian Pueblo Cultural Center. Others met again in small groups to discuss mutual concerns from the previous day. Again there was a social time from 5:00 - 7:00 and the Media Center was open from 7:00 - 9:00.

Responding to a request by several people who wanted particular concerns about Title IV made more public, Maggie Gover met with about 20 people to draw up a number of resolutions to be considered by the next day's general session.

The theme of the next day's meeting was "Institutional Power." The first presentation was by Chee Benally from the Indian Division of the New Mexico State Department of Education. He was followed by Gay Lawrence of the Arizona Indian Education Office. They explained about their offices and how people could use the services of their offices. We were disappointed that Sam Homan from the Indian Education office in Oklahoma and a representative from Texas were not able to attend and make presentations at this time.

After breaking into state groups for discussions of common concerns, the conference participants met again in general session to hear Joe Abeyta Superintendent of the Albuquerque Indian

School and member of the National Advisory Council on Indian Education. He urged the conference participants to get actively involved in Title IV and to keep OIE informed of their concerns. This led directly to a presentation to the group by Maggie Gover of the 4 resolutions which had been drawn up the night before. They were presented to the group and passed. (See enclosed resolutions.)

Since the conference, AIO has sent copies of the resolutions to Pat Locke, Executive Director of NIEA, Gerald Gipp, Bill Floyd, Chuck Emery, Fay deMontigny and Ed Presson from OIE, Joe Abeyta, Chee Benally and Gay Lawrence. Ms. Lawrence offered to present the resolutions at the National Indian Education Association meeting in St. Paul, Minnesota the week of November 7th.

The conference closed with a report on the students group discussions by Eulynda Toledo, a group facilitator. She read a statement from one of the Indian students who had participated in her group.

> "Chochise was right. It is a lot easier to cope with the non-Indian world if you have the knowledge and ability to understand the technicalities of this world."

Evaluation:

We sent the enclosed statistical evaluation to OIE along with the following suggestions which were expressed by those who filled out the conference evaluation form and in individual

contacts with AIO staff members.

1. Information and Communication: There is a need for more information about every phase of Title IV and other OE programs as they benefit Indian students. This was a request from administrators, Title IV coordinators, students and especially parent committee members. Apparently information from OIE is sent directly to the schools and the parent committee members have difficulty in obtaining it. Perhaps some kind of monthly newsletter from OIE mailed directly to parent committee members might be a good idea.

   There also seems to be a need for an information exchange network among the various programs at the regional and state level. One of the things people liked best about this conference was that opportunities were available to share information about the various Title IV programs. This could be the responsibility of the states but OIE should encourage such an exchange.

   It was particularly interesting to note that many of the people who filled our the questionnaire had at least 1 year's experience with Title IV programs (69%) and other OE programs (almost 42%) and still they felt they didn't really understand Title IV programs and what their rights and responsibilities are.

2. Small and Large Grantees - There were numerous requests for more information and program presentations by small schools and programs. Many people from these smaller programs found they couldn't relate to the ideas presented by the larger programs because they just didn't have the funds to implement them. One suggestion would be to set aside a time at the next conference when people involved with the smaller programs could get together and talk about their particular concerns.

3. Students: One of the very positive aspects of this conference was the degree of student interest and involvement. Apparently this is the first time that students have taken an active part in a Title IV regional conference. We appreciate the assistance of Eulynda Toledo, from the New Mexico Indian Education Board of Regents Staff, Bernie Jaramillo, Indian Youth Recreation leader and Regis Pecos from the AIO staff in

setting up workshops particularly designed for the needs of the students. Approximately 70 students participated in these workshops.

4. The Conference Site: There were numerous complaints about the conference site. It was too small and too understaffed to handle a conference of this size. There was not enough room for the conference participants to display materials and information about their various programs nor was the facility prepared to handle the variety of workshops we wanted to present. This highlights a basic problem in planning such a conference and that is time. We only had six weeks to plan and coordinate the conference. The Shalako Inn was the only facility availabe at such short notice. We recommend in the future that at least three months be allowed for conference planning. We made this suggestion to Mr. Joe Abeyta, Superintendent of the Albuquerque Indian School and a member of NACIE. He is going to share this suggestion with other NACIE members at their meeting in Minneapolis this week.

5. Resolutions: You have copies of the Resolutions which were passed by the conference participants. It was our feeling (reinforced by a number of comments to us) that many of the conference participants wanted a specific vehicle to make their concerns known to OIE, other Indian groups, the Congress, etc. These resolutions provided this vehicle. We'll be interested in how the resolutions are received at NIEA.

We at Americans for Indian Opportunity were impressed by the interest and involvement of the people who attended the conference. Every general meeting and workshop was filled to capacity and people attended these sessions from beginning to end. They seemed very committed to the idea of quality education for Indian students and Title IV's part in this process. It was an exciting experience for us to coordinate this conference.

EVALUATION

TITLE IV PART A-LEA

TECHNICAL ASSISTANCE CONFERENCE

"EDUCATION AS POWER"

OCTOBER 4-6, 1977
ALBUQUERQUE, N.M.

Coordinated By:

AMERICANS FOR INDIAN OPPORTUNITY

322 registered conference participants
120 evaluation response received.

37. 2% response rate

1. The conference was:

Helpful	Somewhat Helpful	Not at all Helpful
93	26	1
(77.5%)	(21.6%)	(.8%)

2. What I Liked:

Workshops	88
Program Presentations	84
Media Center	39
Individual Speakers	83
One-to-one Conversations	74
Other: P.C. People	
Student Groups	
Meetings with Program Specialists	
Visit to Cultural Center	
Good Fellowship	

What I didn't like:

Workshops	18
Program Presentations	11
Media Center	5
Individual Speakers	11
One-to-one Conversations	4
Other:	
Conference Site	7

3. Is it important for you to become better acquainted with other Title IV Part A programs.

Yes	No
113	2

4. Would you like to see more presentations in such conferences by:

Parents	74
School Administrators	51
Students	75
Title IV Staff	69

Other:

1. Smaller Schools
2. More from state depts. of education
3. Office of Indian Education
4. Various federal offices that are working with Indian students.
5. Local Program administrators
6. More about Title IV
7. Tribal officials
8. Title IV staff in small groups
9. Program management (fiscal arrangements, MBO)
10. Vo-Tech School Grantees

5. Areas that could be improved:

1. Separate meetings of new programs and old programs
2. Scheduling
3. Starting times
4. Physical facilities
5. Workshop for teachers
6. Better coordination with OIE
7. Small grantees should meet for discussion separately from large grantees.
8. More activities for students.
9. More information to the individual schools
10. Individual programs receiving answers to specific questions.
11. More input from old established programs.
12. More time with state and federal Indian education officials.
13. Workshops geared at too high a level.
14. More information on allocation of money (budget clarifications.)
15. More information about other Title IV programs
16. More on powers of Parent Committee
17. How students and parents can get involved.
18. Smaller groups in each session.
19. More positive talk about what Title IV has accomplished and can accomplish.

6. Areas I would like to see covered in more detail:

1. Show parent Committee people how to write a budget - don't just talk about it.
2. OIE regulations.
3. Media material
4. More emphasis on program writing.
5. Deadlines for Title IV
6. Title IV information.
7. Help, counseling and communication with Indian students.
8. Identifying the different services provided by the different programs.
9. community reflection of economic needs.
10. Parent committee powers when it comes to making decisions about and with the LEA.
11. More discussion of the future of Title IV
12. Workshops for each school district.
13. Definition of culture from an Indian point of view.
14. Problems encountered in program administration and parent involvement.
15. Methods of improving parent involvement.
16. Organization of parent committees
17. OIE services and curriculum development.
18. More small group discussions.
19. More materials from the various projects on display or to hand our.
20. Student input.
21. Staff training.
22. Definitive legal information of parent committees.
23. Other programs offered by other areas.
24. Proposal writing
25. More detail on local and state programs.
26. Defined powers of LEA over Title IV affairs.
27. Small group sessions to discuss sample programs (like Tulsa) in detail.
28. How better relations can be accomplished for the promotion of the programs.
29. Legislation concerning Indian education.
30. Impact of P.C. 's on Title IV
31. Specific step by step guidelines for LEA's and School Districts which are standard across the board and consistent.
32. More information of where to contact people.
33. Parent participation workshops.

7. I am a:

Student	9
Parent Committee	35
Administrator	13
Title IV Coordinator	23
Other:	
JOM Staff	3
Title IV Staff	9
Teacher	3
N.M. Indian Educ. Bd. of Regents	1
SPEDY (Summer Program for Economically Diadvantaged Youth)	1

8. How long have you been involved in Title IV, Part A Programs?

0-1 year	1-5 years	5 + years
25	46	11

9. Have you been involved with other Office of Education programs?

No	Yes	How Long?	
50	36	0-1 year	3
		1-5 years	5
		over 5 years	14

WHEREAS The Indian Education Act, Title IV programs have provided the first meaningful opportunity for innovative educational programs designed by and for Indians, and

WHEREAS through the requirement for Indian parent committees and Indian preference in hiring, thousands of Indian people have become actively involved in the education of Indian children, and

WHEREAS while Title IV has made significant contributions to the education of Indian children, parent committees and program personnel experience great frustrations in achieving maximum results because of isolation from the rest of the Indian education network, a lack of information about legislative and administrative actions affecting Indian education, and a lack of communication between programs, and

WHEREAS The National Indian Education Association is the natural and logical mechanism for providing a network of all those people involved in the education of Indian children

BE IT THEREFORE RESOLVED that the National Indian Education Association should establish a division located in Washington, D.C. to monitor legislative and administrative activity and to develop a communications system for all Parent Committees to provide such information on a timely basis. Further a part of this division should include a full time lobbyist to do actual lobbying and

to coordinate lobbying efforts and presentation of testimony by parent committee representatives.

RECOGNIZING that funding is a problem, a plan for supporting such a lobbying and informational activity must be developed. One possibility would be to seek a commitment from every Parent Committee of $100 per year. There are 1032 Part A Parent Committees throughout the country. This could mean an income of $103,200 just from that source.

Resolution passed by the participants at the Education As Power Conference held in Albuquerque, New Mexico, October 4-6, 1977, coordinated by Americans for Indian Opportunity, Suite 403, 600 Second Street, NW, Albuquerque, New Mexico 87102. (505-842-0962)

WHEREAS the education of our children is a common concern of all Indian people, and

WHEREAS the Indian Education Act has provided the first meaningful opportunity for innovative educational programs designed by and for Indians, and

WHEREAS the benefits of these programs accrue to the society as a whole through our Indian youth who will be the leaders of tomorrow contributing to the betterment of the total society, and

WHEREAS the Indian Education Act has never been fully funded as authorized by the Congress in the original legislation

BE IT THEREFORE RESOLVED that we, the Indian students, parents of Indian students, program coordinators and school administrators representing the 271 Title IV programs in the public schools in Arizona, New Mexico, Oklahoma and Texas call on the President and the Congress of the United States to support and pass legislation extending the Indian Education Act and to provide full funding to meet the special needs of Indian children.

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BE IT THEREFORE RESOLVED that we, the Indian students, parents of Indian students, program coordinators and school administrators representing the 271 Title IV programs in the public schools in Arizona, New Mexico, Oklahoma and Texas call on all Indian nations, organizations, individuals and friends of Indians to join us in a concerted effort to secure reauthorization and full funding for the Indian Education Act.

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WHEREAS while Title IV has made significant contributions to the education of Indian children, parent committees and program personnel experience great frustrations in achieving maximum results because of a lack of information about legislative and administrative actions affecting Indian education, and a lack of communication between programs,

BE IT THEREFORE RESOLVED that we the Indian students, parents of Indian students, program coordinators and school administrators representing the 271 Title IV programs in the public schools in Arizona, New Mexico, Oklahoma and Texas call on the Director of the Office of Indian Education to better organize the internal operations of this office and to provide a mechanism for the timely furnishing of legislative and administrative information to all those involved in the education of Indian children.

Resolution passed by the participants at the Education As Power Conference held in Albuquerque, New Mexico, October 4-6, 1977 ccordinated by Americans for Indian Opportunity, Suite 403, 600 Second Street, NW, Albuquerque, New Mexico 87102 (505 842-0962)

Just Thinking

Indian Parents Lobby (IPL)
Parents of Indians Lobby (PIL)
Parents of Indian Children Lobby (PICL)
National Indian Parents Lobby (NIPL)

A coalition of Indian Parent Committees throughout the nation of Title IV, Part A programs to hire their own lobbyist and establish an informational exchange and communication system between programs.

There are 1,032 programs. If each one contributed $100/ year, there would be $103,200 to work with. Costs would be approximately as follows:

Lobbyist/Administrator	$ 30,000
Communications Coordinator	20,000
Secretary/Bookkeeper	12,000
Supplies	3,600
Office Space (600 p/mo.)	7,200
Telephone Expense (1,000 p/mo.)	12,000
Xerox Expense (800 p/mo.)	9,600
Postage (800 p/mo.)	9,600
Travel	10,000
Total	$114,000

There would also be one time expense for office furniture and equipment of from 5 to 10 thousand.

There are ways to operate on lesser, but less effective ways -

- seek free office space from another organization such as NEA, or Common Cause
- lower salaries
- have lobbyist serve as Communications Coordinator as well for a while at least
- "bootleg" copying services, telephone, etc.
- don't let lobbyist travel

What do you think?